



**RETICENCE IN SPEAKING ENGLISH
OF THE ELEVENTH GRADE STUDENTS
OF *PERBANKAN SYARIAH* PROGRAM
OF SMK TAMANSISWA KUDUS
IN ACADEMIC YEAR 2015/2016**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

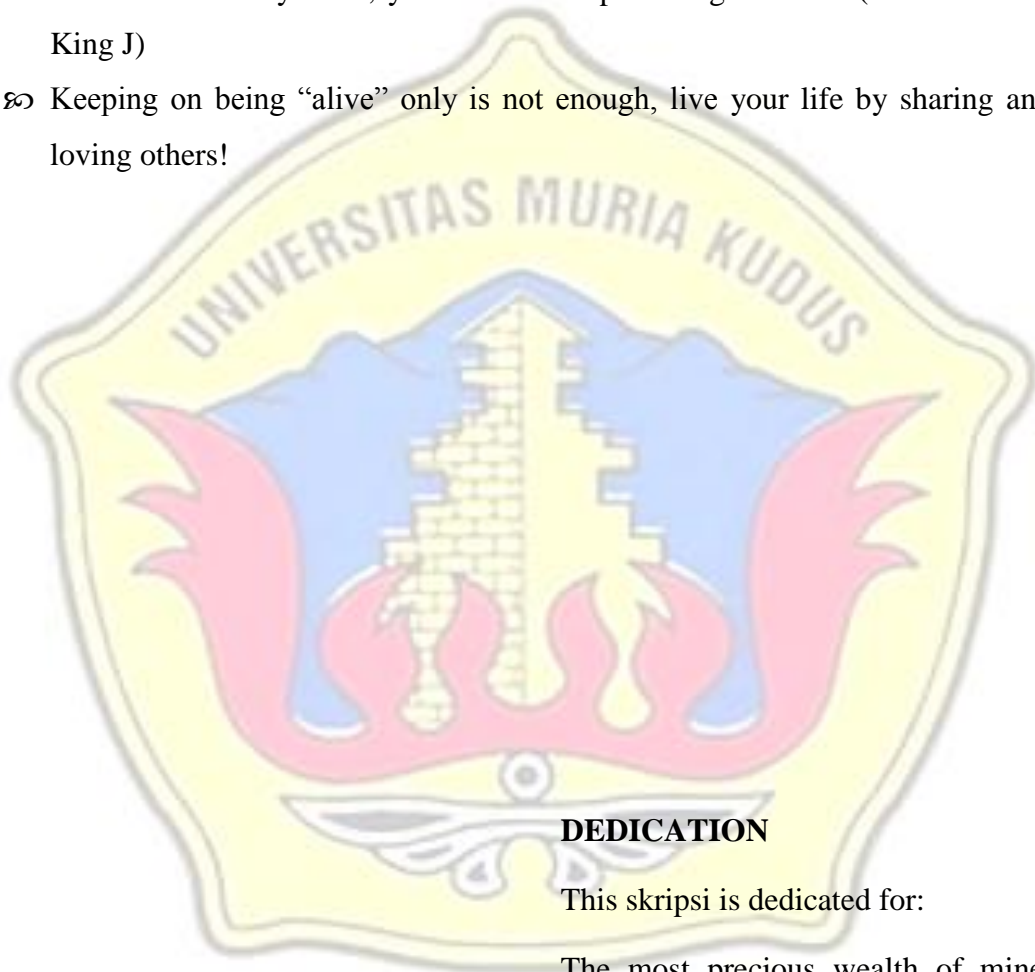
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MOTTO AND DEDICATION

MOTTO

- ∞ Whoever relies upon Allah, and then He is sufficient for him. (Ath Tholaq:3)
- ∞ If you can't fly, then run; if you can't run, then walk; if you can't walk, then crawl. Whatever you do, you have to keep moving forward. (Martin Luther King J)
- ∞ Keeping on being “alive” only is not enough, live your life by sharing and loving others!



DEDICATION

This skripsi is dedicated for:

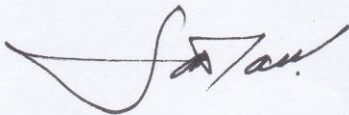
The most precious wealth of mine,
my family.

ADVISORS' APPROVAL

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Kudus, July 2016

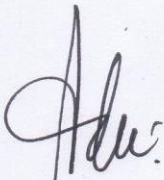
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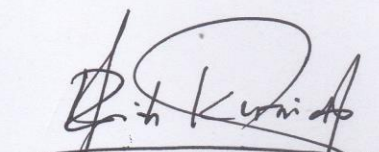
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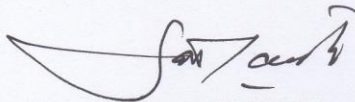


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EXAMINERS' APPROVAL

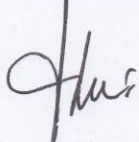
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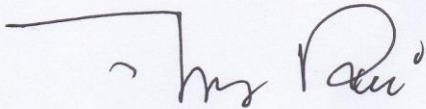
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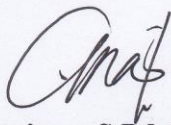
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This *skripsi* is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

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I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this *skripsi* will be useful especially for those in the field of English teaching and learning.

Kudus, July 2016

Dian Alif Solfiani

ABSTRAK

Solfiani, Dian Alif. 2016. *Keengganan Berbicara dalam Bahasa Inggris di Kelas XI SMK Tamansiswa Kudus Tahun Ajaran 2015/2016*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Rismiyanto, SS, M.Pd (ii) Agung Dwi Nurcahyo, SS, M.Pd

Kata Kunci : *Keengganan Siswa, Berbicara dalam Bahasa Inggris*

Keengganan pada siswa di kelas bahasa kedua atau asing telah menerima banyak perhatian dalam beberapa dekade terakhir (Jackson, 2002; Liu & Jackson, 2009; Tsui, 1996). Keengganan dan kepasifan tersebut akan membuat mereka kehilangan motivasi mereka dalam belajar bahasa. Hal ini diasumsikan bahwa ketika orang berbicara dalam bahasa kedua atau asing, mereka menjadi lebih khawatir dan tegang dan dengan demikian enggan untuk berpartisipasi dalam percakapan (Horwitz et al, 1986; MacIntyre & Gardner, 1989). Hal ini, bagaimanapun, ditafsirkan sebagai penghalang untuk praktek belajar bahasa karena partisipasi dalam kelas dianggap sebagai kegiatan yang dapat mengembangkan kemampuan peserta didik untuk menerapkan pengetahuan baru dalam belajar.

Keengganan dalam berbahasa Inggris ini juga terjadi di kelas XI program syariah Perbankan dari SMK Tamansiswa Kudus. Sebagian besar siswa di kelas mendapatkan skor rendah dan hanya sedikit yang mendapat skor yang baik dalam tes berbicara bahasa Inggris. Oleh karena itu menganalisis masalah tentang situasi keengganan ini penting.

Penelitian ini bertujuan untuk mengetahui seberapa besar tingkat keengganan siswa dan faktor-faktor yang berkontribusi yang menyebabkan keengganan siswa di kelas XI Program Perbankan Syariah SMK Tamansiswa Kudus dalam berbicara bahasa Inggris pada tahun akademik 2015/2016.

Penelitian ini adalah sebuah penelitian kualitatif fenomenologis. Data dikumpulkan melalui close-ended kuesioner. Data kuesioner dianalisis dengan mencari persentase dari jawaban siswa.

Hasil analisis data menunjukkan bahwa siswa mendapat persentase rendah, yaitu sebesar 50,35%. Ini diartikan bahwa tingkat keengganan siswa cukup buruk. Siswa mengalami keengganan yang serius dalam berbicara bahasa Inggris. Hasil analisis data juga menunjukkan faktor-faktor yang berkontribusi menyebabkan keengganan siswa adalah sikap terhadap belajar bahasa Inggris yang mendapat 45,75% dan dikategorikan rendah, motivasi siswa yang mendapat 45,5% dan dikategorikan rendah dan gaya mengajar guru yang juga mendapat persentase rendah, yaitu 49%. Hasilnya menunjukkan bahwa siswa memiliki sikap negatif terhadap pembelajaran bahasa Inggris, memiliki motivasi yang rendah dalam berbicara bahasa Inggris dan siswa berpikir bahwa guru mereka juga kekurangan kreativitas dalam gaya mengajar. Jadi, semua itu faktor yang berkontribusi untuk membuat siswa menjadi enggan berbicara dalam bahasa Inggris.

ABSTRACT

Solfiani, Dian Alif. 2016. *Reticence in Speaking English of the Eleventh Grade Students of Perbankan Syariah Program of SMK Tamansiswa Kudus in Academic Year 2015/2016*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Rismiyanto, SS, M.Pd (ii) Agung Swi Nurchayo, SS, M.Pd

Key Words : *Students' Reticence, Speaking English*

Reticence on the part of students in second or foreign language classrooms has received increasing attention in recent decades (Jackson, 2002; Liu & Jackson, 2009; Tsui, 1996). Such reluctance and passivity will make them lose their motivation in learning the language. It is assumed that when people speak in a second or foreign language, they become more apprehensive and tense and thus more unwilling to participate in conversation (Horwitz et al., 1986; MacIntyre & Gardner, 1989). It is, however, interpreted as a barrier for language learning practice since in-class participation is thought of as an activity that can develop learners' ability to apply the newly-learned knowledge.

This reticence in speaking English is also happen in the eleventh grade of *perbankan syariah* program of SMK Tamansiswa Kudus. Most of students in that class get low scores and just few that got good score in speaking test. Therefore analyzing the problem about this reticence situation is important.

This study aims to find out the level of students' reticence and the factors that contribute students' reticence in the eleventh grade *Perbankan Syariah* program of SMK Tamansiswa Kudus in speaking English in academic year 2015/2016.

This research is a phenomenological qualitative research. The data are collected through close-ended questionnaire. The questionnaire data is analyzed through taking the percentage of the students' response.

The result of data analysis shows that they got low percentage, that is 50,35%. It means the students' reticence level is bad. The students suffer for a serious kind of reticence in speaking English. The data also showed the analysis of the factors contribute students' reticence are students' attitude toward learning English which got 45,75% and categorized as low, students' motivation which got 45,5% and categorized as low and teachers' teaching style which also got low percentage, that is 49%. The result reveals that the students' have negative attitude toward learning English, have low motivation in speaking English and students think that their teacher is also lack of creativity in the teaching style. So, all of that factors are contribute to make the students become reticence in speaking English.

By the result of this research, it is suggested to the English teacher to take advantage of this research result in designing English lesson and the students to not be reluctant in expressing their opinions in speaking English.

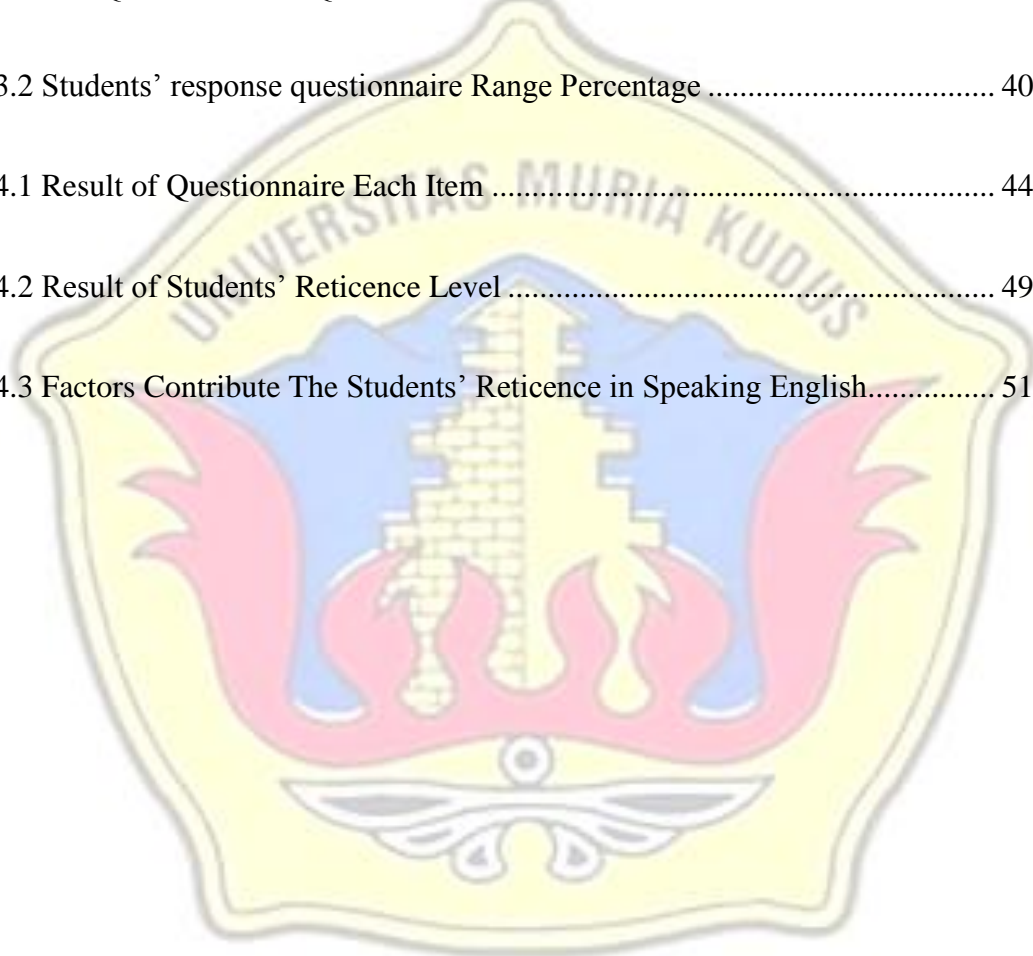
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